



South Wilts Grammar
School

Key Stage 4 Options

2018-2020



Maths &
Computing



Science



Healthy School



International
School Award
2010-2013



SOUTH WEST
ACADEMIC TRUST
INNOVATION & ASPIRATION

CONTENTS

CORE SUBJECTS	Page No.
English Language and Literature	5
Mathematics	6
Sciences	7
Core Physical Education	8
Religious Studies	9
Personal, Social and Health Education	10
OPTION SUBJECTS	
Fine Art	12
Computer Science	14
Drama	15
Economics	16
French	17
Geography	18
German	19
History	20
Music	21
GCSE Physical Education	23
Technology	25
(one of either Food Preparation and Nutrition or Design Technology)	
Latin (Extra-curricular)	27
Spanish (Extra-curricular)	28
An example of a completed GCSE Choices form	29
GCSE Choices Form	30

CURRICULUM TIME

Subject		2018-19		2019-20	
		Periods per week in Year 10	Percentage of time in Year 10	Periods per week in Year 11	Percentage of time in Year 11
Core	English	6	15	6	15
Core	Maths	6	15	6	15
Core	PE	3	7.5	3	7.5
Core	RS	1	2.5	2	5
Core	Sciences	7	17.5	8	20
Core	Personal and Social Education	2	5	3	7.5
Option block A		5	12.5	4	10
Option block B		5	12.5	4	10
Option block C		5	12.5	4	10
Students choose three options from the following: Art and Design, Computing, Drama, Economics, French, German, Geography, History, Music, PE, Technology (one of either Food Technology or Product Design)					

January 2018

Dear Parents

Your daughter has reached an important stage in her school career as this is her first opportunity to influence the curriculum she will follow. At South Wilts we offer both an excellent core curriculum and a flexible system of options.

Within this booklet you will find descriptions of both the compulsory core subjects and the option choices. Your daughter can choose any three of the optional subjects. There are of course a variety of reasons why a particular subject might be chosen and good advice can be gained from subject teachers and the careers advisor at school. Your daughter will also have PSD lessons, vertical tutor sessions, an assembly and a 1:1 interview with her tutor or a senior member of staff to help in this process.

There has been a change in the grading system for the GCSEs that your daughter will take, with the familiar A*-C being replaced by numerical levels from 1-9. This change will be fully explained in the Parents Information Evening.

Your daughter may be anxious about making the right choices especially if they have a career in mind or have a wish to study at a particular university. With the exception of English and maths, and in a few cases a Modern Foreign Language, most universities have no universal entry requirements in terms of specific GCSE subjects. However, you will perhaps have heard about the English Baccalaureate. This initiative involves achieving levels 5 and above in some of the academic subjects highly valued by the Russell Group of Universities; English, maths, science, a language (i.e. French, German, Latin) and a humanities subject, either history or geography. As you will see, our options system allows all students to opt for programmes to qualify for the English Baccalaureate if they wish however it is not a compulsory requirement. Subject choice is ultimately much more important at the post 16 or A level stage but it is important for your daughter to gain a good range of GCSEs at levels 7-9 if she wishes to apply to selective universities later in her school career.

We hope to continue offering the chance to study Latin and Spanish at GCSE as an extra-curricular activity and so this would not count as one of the three main option choices. These languages are being offered to all students but places may be limited, they will incur an additional cost and be taught outside the normal timetabled hours. If appropriate the lessons will still enable a GCSE to be taken.

Once your daughter has made her choices, please ask her to hand the form in to her Form Tutor by Friday 26 January 2018. Choices are not allocated on a first come first served basis so there is no hurry to make this important decision before then.

Amy McGuinness
Assistant Headteacher



Core Subjects



ENGLISH LANGUAGE AND ENGLISH LITERATURE

English Language AQA (8700) – English Literature AQA (8702)

Why study English Language and English Literature?

Neither subject is optional at South Wilts, with an expectation that all students carry both subjects through to entry in Year 11. But why might both subjects *be* compulsory? English certainly gives you the skills to interact with others, to articulate your thoughts and feelings, and to shape your experience of the world through the language you use to describe and explain it. Quite simply, to be good at English is an essential life skill without which you cannot transact with the world, or communicate and articulate your sense of selfhood. Literature takes some of this further, providing you with a subject that lets you engage with and enjoy the crafted written utterances of others, delighting at their expressiveness, admiring their eloquence – and perhaps being disturbed at times by some of the darker streaks that lurk within the human condition. Literature lets us relish the visions of others, and is likely to improve its users in incalculable ways.

Units and weighting for English Language

Unit 1: Explorations in creative reading and writing	50%
Unit 2: Writers' Viewpoints and Perspectives	50%
Unit 3: Spoken Language (formerly speaking and listening)	Accredited separately (Pass, Merit, Distinction)

Units and weighting for English Literature

Unit 1: Shakespeare and the 19 th century novel	40%
Unit 2: Modern texts and poetry	60%

Year 10

In Year 10, students undertake a study of two of their four Literature set texts alongside developing the reading and writing skills and practices that prepare them for the English Language examinations.

Year 11

Girls study further texts for the two English Literature exams: a 19th century novel and a collection of "heritage" and contemporary poetry. There is a further focus on skills for and approaches to the English Language requirements, with the final months – not surprisingly – being about revision and exam preparedness. Also during the year, girls undertake a formal Presentation and are assessed on their abilities to present ideas and information through talk.

Assessment

Students sit four external exams: two for English Language and two for English Literature. There is also a teacher assessment of students' abilities to present ideas and information within a formal context.

What else should I know?

It is almost inevitable that students will visit the theatre during the course. Obviously, any student with a love for reading will be advantaged throughout the course, as will those who enjoy and relish the challenge of expressing themselves in writing. There are also several opportunities for students to participate in national organised speaking and debating competitions.



MATHEMATICS AQA (8300)

Why study Mathematics?

Mathematics is one of the most highly regarded academic subjects and a good GCSE grade is essential for progression into employment or higher education. It is also interesting and rewarding. The course encourages students to develop confidence in, and a positive attitude towards, mathematics and to recognise the importance of mathematics in their own lives and to society. Mathematics prepares students to make informed decisions about the use of technology, the management of money, further learning opportunities and career choices.

GCSE Mathematics requires students to:

- Develop knowledge, skills and understanding of mathematical methods and concepts, including: Number, Algebra, Geometry, Measures, Probability, Data Handling
- Use their knowledge and understanding to make connections between mathematical concepts
- Apply the functional elements of mathematics in everyday and real-life situations

It also gives students the opportunity to develop their ability to:

- acquire and use problem-solving strategies
- select and apply mathematical techniques and methods in mathematical, every day and real-world situations
- reason mathematically, make deductions and inferences and draw conclusions
- interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

Year 10 and Year 11

The course is taught holistically throughout the two years with inbuilt opportunities to revisit prior learning and extend knowledge and skills from a firm foundation. In each year, students will study topics from all strands and will apply their skills, knowledge and understanding in a variety of real-life contexts and in solving problems.

Assessment is via three terminal written papers two with calculator, one non-calculator:

- each contributes one third of the final grade
- each lasts 1 hour 30 minutes
- each will assess students' ability to:
 - ✓ Recall and use their knowledge of the prescribed content (40%)
 - ✓ Reason, interpret and communicate mathematically (30%)
 - ✓ Solve problems within mathematics in other contexts (30%)

What else should I know?

This is the new National specification for GCSE Mathematics. It will contain additional subject knowledge and an increased emphasis on problem solving and will generally be more rigorous than the previous GCSE specification. There will be a new grading structure (1-9, with 9 the top grade). Given the importance of mathematics, all students will continue its study to GCSE level.



SCIENCES
OCR Gateway Biology (J247)
OCR Gateway Chemistry (J248)
OCR Gateway Physics (J249)

All students will study all of these qualifications which are taught separately, and they will be entered for three separate science GCSEs, at the higher tier, receiving a 9-1 grade. The course starts immediately at the beginning of Year Nine so that the students have a full three years to cover the course, and have already started their GCSE science studies.

The courses have been designed to:

- develop scientific knowledge and conceptual understanding of science
- develop understanding of the nature, processes and methods of science, through different types of scientific enquiries that help them to answer scientific questions about the world around them
- develop and learn to apply observational, practical, modelling, enquiry and problem-solving skills, both in the laboratory, in the field and in other learning environments
- develop their ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively.

Year 9

Biology	Chemistry	Physics
Cell level systems Scaling up	Particles Elements, compounds and mixtures	Matter Forces

Year 10

Biology	Chemistry	Physics
Organism level systems Community level systems	Chemical reactions Predicting and identifying reactions and products	Electricity Magnetism and magnetic fields Waves in matter

Year 11

Biology	Chemistry	Physics
Genes, inheritances and selection Global challenges	Monitoring and controlling chemical reactions Global challenges	Radioactive decay Energy Global challenges

Assessment

Written papers

Two papers, each 1 hour 45 minutes, making up 50% of the GCSE each.

Section A contains multiple choice questions. This section of the paper is worth 15 marks.

Section B includes short answer question styles (practical, maths, structured questions) and an extended six-mark question. This section of the paper is worth 75 marks.

Mathematical skills; these are assessed within the written papers, at no higher than a foundation tier of GCSE level maths, in each of the sciences. In Biology mathematical skills will contribute 10% of the total mark, in Chemistry it will be 20% and 30% in Physics.

Practical skills: these will be developed throughout the course and assessed in the final written examination. Students will carry out many practical activities to support the development of their understanding in addition to the minimum eight required practicals directed by the exam board.



CORE PHYSICAL EDUCATION

The Core Physical Education Programme in KS4 allows students greater freedom to opt for activities they wish to pursue in greater depth, plus the further introduction of new activities. The option programme also encourages students to adopt and lead a healthy lifestyle in the future and pursue sports in the wider community. All the modules provide opportunities for student leadership, officiating and coaching or choreographing.

Units

The Core Option Programme may include activities such as:

- Fitness
- Zumba
- X-Fit/H.I.T.T
- Fitball
- Fitness Yoga
- Dance
- Netball
- Netball Youth Umpiring
- Sports Leaders
- Football
- Volleyball
- Touch Rugby
- Outdoor Education
- Outdoor Games
- Athletics
- Striking & Fielding

Students are able to choose a sport per term and in Year 10 at least one option must be an individual activity to encourage breadth and balance across the year. In Year 11 students are able to choose a personalised programme.

Year 10

Through the option programme, Year 10 students are also able to opt for the 'Level 1 Sports Leader's Award', a recognised coaching qualification. The course enables students to attain leadership, communication and team working skills by leading primary school children and our younger year groups in many different types of sports and activities.

Assessment

Students are continuously assessed on effort and commitment and this is reported within the school reporting system.

What else should I know?

Students are also encouraged to take an active part in the extra-curricular opportunities such as clubs and team representation.



RELIGIOUS STUDIES AQA Specification A

Why study Religious Studies?

Religious Studies helps you to become more aware of issues of local, national and global concern and places them in spiritual and moral contexts. The course will enable you to see the connection between belief and action. It will get you to think about your views and encourage you to listen to the opinions of others giving you a strong awareness of religious and ethical diversity. You will develop your evaluation skills which will help you in other subjects too. Religious Studies is part of the Core Curriculum in Years 10 and 11.

Parts to the course

Part 1: The study of **TWO religions** (Christianity and Islam) with a focus on **TWO** topics from each religion: Beliefs, Teachings and Practices (Worth 50% of the qualification)

Part 2: The study of **FOUR themes** from philosophy and ethics in the modern world (Worth 50% of the qualification)

Year 10

In Year 10 the main focus will be on Part 1 of the course.

Year 11

In Year 11 the focus will be on Part 2 of the course looking at Religion, peace and conflict; Religion, crime and punishment; Religion, human rights and social justice and Religion and life. You will have an opportunity to discuss these contemporary issues using stimulus material such as case studies, factual material and DVD content where appropriate.

Assessment

You will have an opportunity to practice exam technique with an internal summer exam at the end of Year 10 and a mock exam in Year 11. You will also be completing exam questions at the end of topics in order to check your understanding and to help you with exam technique.

What else should I know?

Religious Studies is your opportunity to explore what is happening in the world around you and how people of faith react to the situations they find themselves in. There are often interesting documentaries that directly relate to the issues we are studying, which can add much to your overall understanding, especially from a secular perspective. It's also a good idea to be aware of issues on the news that are relevant to the four themes studied in Year 11.



PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE)

Why study PSHE?

PSHE in Years 10 and 11 covers a wide variety of topics to broaden your understanding of the modern world and to make you more able to live and work in it successfully.

The course content often changes to respond to current events and issues of the day.

Units and weighting

- Unit 1: Citizenship: looks at crime and punishment debating whether or not prison works, and national government with a focus on participation in decision making, the work of the Nobel peace laureates and key issues of the day. We look to understand extremism in all its forms and understand how we can respond to its challenges and look at the experience of those who join cults.
- Unit 2: Careers and Financial Capability: looks at your study skills and how to improve on them, entrepreneurship with the Tenner Challenge competition, career choices, CV writing and interview technique as well as personal finances.
- Unit 3: Personal Wellbeing: allows further discussion of healthy choices and an understanding of both risk and stress and mental illness in the modern world including what to do if they or someone they know is suffering, and how to talk about it.
- Unit 4: Relationships: explores the implications of teenage pregnancy, consent, exploitation and family dynamics
- Unit 5: Health Education: informs students of the short and long term impacts of drugs including alcohol and legal highs such as addiction and how to recognise it as well as classification of drugs and the social, economic and health impacts these drugs have. We look at the skills of CPR, healthy hearts and have a talk from the Teenage Cancer Trust.

Year 10

Students will participate in debates and discussions based around issues occurring in today's society such as youth crime, drugs, the impact of the media, mental illness and teenage pregnancy. Students will also use a diagnostic programme to consider career and HE choices that might suit their interest profile and help them when it comes to post 16 choices in year 11. There will be activities organised during the Activities Week to develop their 'softer' employability skills. They will learn the skills it takes to be an entrepreneur and have the chance to participate in a competitive event to demonstrate their entrepreneurial skills.

Year 11

Students continue to prepare for their post 16 choices by looking at their CV and volunteering experience. All Year 11 students will have a mock interview with an employer to test their responses to questions about leadership and teamwork and discuss the content of their CV. They will have the opportunity to listen to talks from a variety of people, including the teenage cancer trust, and a former prisoner who has turned his life around.

Assessment

Students are not given formal assessment in terms of homework and exams. They are given feedback on participation and class projects undertaken throughout the year.

What else should I know?

Students have access to individual careers advice from Mrs Catherine Short, the school's careers advisor.



Option Subjects



FINE ART AQA (8202)

Why study Art?

Studying GCSE Art at South Wilts Grammar is a popular and exciting course. We encourage pupils to develop as artists by exploring a range of media and approaches whilst developing an individual style. Pupils create a portfolio of coursework throughout the duration of the course. This course will develop your interest in creative skills and aesthetic judgement by exploring your own personal practice.

All projects begin by drawing from direct observation and are developed through experimentation using varied media. You will research the work of relevant artists, analyse the artist's work and make connections to your own before creating a final piece of artwork such as painting, sculpture or print in order to complete each project.

Throughout the course you will experience using media and processes such as photography, Photoshop, acrylic painting, sculpture using varied media, printing techniques and explore new approaches to drawing. You will gain practical experience in the visual language of colour, tone, line, pattern, shape, texture, form and three dimensional constructions.

An Art qualification will provide excellent training for visual and creative skills and the transferable skills needed for flexibility and adaption to future careers. The subject provides a strong basis for progression to future Art and Design related qualifications such as architecture, product design, animation, advertising, interior design, curation, graphic design, restoration & conservation, medical imaging, publishing, ceramic design, costume, fashion, textile design, film, television and theatre design, illustration, merchandising, print, web design, sculpture, games design, prosthetics, photojournalism, PR and events organisation, arts education and art therapy, amongst others.

Units and weighting

Unit 1: Coursework Portfolio (2 Projects + workshop evidence)	60%
Unit 2: Controlled Test (Exam)	40%

Year 10

During the 1st term of the Art and Design GCSE course, students will complete a series of workshops exploring a wide range of materials and techniques which are connected to influential and professional artists. This work will be evidenced in a workshop/skills folder which will later form part of their Coursework Portfolio. Students will then carry out an independent coursework project exploring a chosen theme, where they are asked to record, experiment, develop and present their work. The majority of the course is independent with teachers guiding students through their individual and personal projects.

Year 11

During the last year of the course Year 11 students finalise their skills folder and coursework project which make up their Coursework Portfolio, this needs to be completed by the end of term two, with a deadline just before Christmas. From January of Year 11 to Easter, students work on their Exam project in a similar manner to their coursework project, choosing a theme to explore from the exam paper. Their preparation work is carried out in this time, completed and taken in at the start of their two day (10 hour) exam where they create their final pieces for this project.

Assessment

Students are marked out of 24 for each objective: Record, Experiment, Develop and Present giving them a total out of 96. This is the same for their Coursework as well as the Exam.

There is continuous formal written assessment and one to one monitoring of pupils work throughout the two-year course. The Coursework Portfolio is marked in January and carries 60% of the GCSE marks. Students receive the examination paper for their Controlled Test (Exam) in January and will sit their controlled test during April. The 10 hour examination is conducted under exam conditions.

What else should I know?

To support your study you will need to take advantage of any opportunity to visit museums, galleries, sites and lectures, locally, and nationally in order to experience and be influenced by artworks first hand. You must have studied GCSE Fine Art in order to take A Level Art.



COMPUTER SCIENCE AQA (8520)

Why study Computer Science?

Computer Science is an ideal course for those who want to develop their problem solving and logic skills. It will also appeal to students who are practical and like to create. Students who are curious about digital technology are also very well suited to this course.

1. Computer Science is part of everything we do!

Computer Science is part of just about everything that touches our lives from the cars we drive, to the movies we watch, to the ways businesses and governments deal with us. Understanding different dimensions of computing is part of the necessary skill set for an educated person in the 21st century.

2. Expertise in Computer Science enables you to solve complex, challenging problems.

Computer Science is a discipline that offers rewarding and challenging possibilities for a wide range of people regardless of their range of interests. Computer Science requires and develops capabilities in solving deep, multidimensional problems requiring imagination and sensitivity to a variety of concerns.

3. Computer Science enables you to make a positive difference in the world.

Computer Science drives innovation in the sciences (human genome project, AIDS vaccine research, environmental monitoring and protection just to mention a few), and also in engineering, business, entertainment and education. If you want to make a positive difference in the world, study Computer Science.

Units and weighting

Paper 1: Computational thinking and problem solving	40%	Written paper (1½ hrs)
Paper 2: Written assessment	40%	Written paper (1½ hrs)
Non-exam assessment	20%	Coding project (20 hrs incl class time)

Year 10

The course begins with learning how to code. The focus is on building everyone's coding confidence and equipping you with the fundamentals of Computer Science theory. We will then begin to cover theory content such as algorithms, programming and data representation.

Year 11

Year 11 will see the completion of the full GCSE. We will cover the remainder of the theory topics for the course, such as representing data, networks and cyber security and complete a thorough programme of revision. We will then demonstrate students' programming prowess in a non-exam assessment project.

Assessment

Assessment is carried out by two written theory exams (each 1½ hours) containing short- and medium-length answer questions which takes place in May/June of Year 11. Students will also develop a computer program which has been designed, written and tested to solve a problem.

What else should I know?

We offer a number of enrichment opportunities in the form of trips for gifted and talented students, including visits led by leading technology companies. All students can also extend their experience of computing by joining the extra-curricular clubs run by the department including Lego Robotics and Programming with the Raspberry Pi.



DRAMA OCR (J316)

Why study Drama?

- Encourages students to explore and actively engage in a wide range of creative and stimulating activities to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds.
- Develops and demonstrates competence in a range of practical, creative and performance skills.
- Encourages students to work imaginatively and creatively in collaborative contexts, generating, developing and communicating ideas.
- Provides a strong and appropriate foundation for further progression to Drama courses, including A-level Drama and Theatre Studies, and enhanced vocational and career pathways.

Units and weighting

Devising Drama	Practical and portfolio	30%
Text performance	Performance - visiting examiner	30%
Written paper	Set text and live theatre reviewing	40%

Year 10

Students will be introduced to basic drama skills, devising techniques and various genres, styles and practitioners of theatre such as Naturalism and Physical theatre. You will also experience devising work and scripted work, leading to assessments in both. There will be opportunities to see live theatre and practise writing reviews on performances seen. You will also be studying and practically exploring a set text and questions on this.

Year 11

This year sees the continuation of students refining their written responses to live theatre and collating their notes on performances seen. Students will continue studying a play text and realising a scripted play practically in the role of technicians, designers and actors for an examined performance of two extracts. You will also devise a piece from stimulus provided by the exam board.

Assessment

Over the course of the two years you will take practical assessments in both devised work and scripted. For the devising project you will also create a written portfolio and an evaluation of the piece as coursework. This will be marked by your teacher and moderated by the exam board. Your scripted piece will be an examined assessment in Year 11 where your examiner, who has seen you perform in a full production, will mark your performance.

The written exam will include questions based on a text studied during the course of the two years which is approached from a performance perspective, as well as a question based on live theatre seen. There will be plenty of opportunities to see live theatre through arranged drama trips.

What else should I know?

Lessons are primarily practical workshops where you will participate in a wide range of improvisation and scripted activities, as well as learning key drama techniques and skills. There are opportunities to take technical and design options such as set design, lighting, sound, costume as well as performance. Drama is all about team work and you will be relying heavily on one another and will need to pull your weight in group work as well as having the confidence to see your ideas through. You will be expected to rehearse after school and at lunchtimes.



ECONOMICS AQA (8136)

Why study Economics?

- This course will inspire, motivate and challenge you.
- Economics will develop you as an effective and independent learner, able to think critically about issues and to analyse and evaluate them.
- Studying economics has never been more relevant. From understanding more about Brexit, to critically assessing the economic policies of Donald Trump, a student of economics is ideally placed to understand and engage with the world around them.

Units and weighting

Paper 1: How Market Works	50%
Paper 2: How the Economy Works	50%

All content is demonstrated in the context of the interdependent economic behaviour of individuals, groups, organisations and governments within a local and national context. It is also important for students to gain an insight about 'real world' economics and, therefore, throughout the course the dynamic nature of economic activity is emphasised. This is supported by a trip to visit the Olympic Park in Stratford to look at the effect of economic regeneration, and to the Bank of England to gain a greater understanding of how the UK economy works, in particular fiscal and monetary policy, and the workings of our financial system.

Year 10

Paper 1: How Market Works 50% of total GCSE (1 hour 45 minutes written paper)

This unit of the specification covers issues within microeconomics. Candidates will consider the basic economic problem and how it affects the allocation of resources in competitive markets. It will cover how price is determined through the forces of demand and supply and how a firm competes in the market.

Year 11

Paper 2: How the Economy Works 50% of total GCSE (1 hour 45 minutes written paper)

This unit of the specification covers issues within macroeconomics. Candidates will consider three of the main variables in the economy and how these are influenced by government policy. It covers the expenditure and revenue of government, including taxes, and the effects that these have on the economy. This unit of the specification covers globalisation and candidates look at trade and its implications, at a local, national and global level.

Assessment

There are 2 examinations for GCSE Economics as outlined above all taken at the end of Year 11. There is no controlled assessment.

What else should I know?

Economics is one of the most current and relevant subjects to study at the moment. Students should be interested in keeping up to date with the latest economic facts, figures and issues. Numeracy skills will be expected in order to understand economic data such as interest rates and inflation.



FRENCH AQA

Why study French?

The study of any language is valuable and rewarding. It is a strong academic discipline which, at the same time, opens our minds to other places, peoples and cultures. At GCSE we begin to really understand the multiple benefits that learning a language can bring. Learning French is important as France is our closest neighbour, a destination for many of us for holidays and one of our most important trading partners. It is so much easier to enjoy a country when you can get around using the language and it is much appreciated by the local population when we make an effort to speak their language. French is a commonly used language for many international organisations and there are many French speaking countries. A competence in French may open doors to a wider variety of career opportunities.

The course content

The French GCSE course builds on the work done in previous years. The main aim of the course is to use French as a means of practical communication. A competent, accurate use of grammar will also be important. Four main skills are developed; understanding the written and spoken language and developing written and spoken communication. During the lessons, students will be expected to participate as actively as possible. There will be plenty of practice in all skills. The topics studied are:

- Identity and culture
- Local, national, international and global areas of interest
- Current and future study and employment

Assessment

The qualification is linear, which means that students will sit exams at the end of the course.

Units and weighting

Unit 1: Listening	25%
Unit 2: Reading	25%
Unit 3: Speaking	25%
Unit 4: Writing	25%

What else should I know?

Students have the opportunity to participate in our exchange with the le Loquidy in Nantes. This exchange is run in conjunction with BWS and usually takes place in October of Year 10. Places may be limited.

Throughout the course, students have conversation practice in groups with Sixth Form prefects, other volunteers or the teacher.

We have a very effective prefect support system in place, to help any student who feels they would like an extra bit of input or guidance.

We value the benefit of Internet and media technologies in our language learning and try to keep the course as current as possible.



GEOGRAPHY AQA (8035) GCSE Specification

Why Geography?

*"Geography is a subject which holds the key to our future" - Michael Palin.
"It's fun, interesting, varied and very relevant in today's ever changing world!"*

This new course will inspire, motivate and challenge you. Geography will develop you as an effective and independent learner and you will become a critical and reflective thinker with an ever increasing mind.

Units & Weighting:

Unit 1	Living with the Physical Environment	35%
Unit 2	Challenges in the Human Environment	35%
Unit 3	Geographical Applications	30%

UNIT 1 (35% of total GCSE):

Living with the Physical Environment (1 hour 30-minute written paper).

This unit includes the exciting and increasingly important topics of 'The Challenges of Natural Hazards' including tectonic and climatic hazards. 'The Living World' which focuses on ecosystems, tropical rainforests and hot environments and 'Physical landscapes in the UK' which includes coastal and river landscapes.

UNIT 2 (35% of total GCSE):

Challenges in the Human Environment (1 hour 30-minute written paper).

This unit includes the topics 'Urban Issues and Challenges' including urbanisation and sustainable living. 'The Changing Economic World' which focuses on the development gap and economic changes in the UK and 'The Challenges of Resource Management' which includes supply and demand for resources and water resource insecurities.

UNIT 3 (30% of total GCSE):

Geographical Application (1 hour 15-minute written paper).

This unit will assess your ability to apply your geographical skills, make decisions about geographical issues and justify them. As part of this unit you will undertake two fieldwork trips in contrasting locations.

Assessment

There are 3 examinations for GCSE Geography as outlined above all taken at the end of Year 11. Projects will be completed for each fieldwork trip in order to consolidate learning.

What else?

Geography is one of the most current and relevant subjects to study at the moment. Geography graduates from university are considered to be amongst the most employable. This course will provide students with the knowledge and skills that are applicable to almost any a Level/college subject you can study.

Students can use this qualification to pursue careers in a broad range of areas. A few examples include Travel/Leisure/Tourism Management, Climate Change Officers, Crime Intelligence Analyst, Lawyer, Countryside and Parks Management, Town and County Planning, Marketing and Financial Services, Local Government and Teaching.



GERMAN GCSE AQA

Why study German?

The study of any language is valuable and rewarding. It is a strong academic discipline which, at the same time, opens our minds to other places, peoples and cultures. At GCSE we begin to really understand the multiple benefits that learning a language can bring. Learning German is important as Germany/Austria are holiday destinations for many of us. It is so much easier to enjoy a country when you can get around using the language and it is much appreciated by the local population when we make an effort to speak their language. Germany is one of our most important trading partners and many international companies have their base in Germany. A competence in German may open doors to a wider variety of career opportunities.

The course content

The German GCSE course builds on the work done in previous years. The main aim of the course is to use German as a means of practical communication. A competent, accurate use of grammar will also be important. Four main skills are developed; understanding the written and spoken language and developing written and spoken communication. During the lessons, students will be expected to participate as actively as possible. There will be plenty of practice in all skills. The topics studied are:

- Identity and culture
- Local, national, international and global areas of interest
- Current and future study and employment

Assessment

The qualification is linear, which means that students will sit exams at the end of the course.

Units and weighting

Unit 1: Listening	25%
Unit 2: Reading	25%
Unit 3: Speaking	25%
Unit 4: Writing	25%

What else should I know?

Students have the opportunity to participate in our exchange with the Maria Ward School in Landau. Throughout the course, students have conversation practice in groups with Sixth Form prefects, other volunteers or the teacher.

We have a very effective prefect support system in place, to help any student who feels they would like an extra bit of input or guidance.

We value the benefit of the Internet and media technologies in our language learning and try to keep the course as current as possible.



HISTORY EDEXCEL

Why study History?

History is a very highly regarded academic subject with universities and employers – it is also hugely engaging and fun! History helps you develop the skills to look beyond the headlines, to ask questions properly, and to express your own opinions. History lets you learn how and why people such as Stalin, Emily Davison and President Kennedy behaved as they did. History makes you appreciate that people in the past were not just 'good' or 'bad', but motivated in complex and inconsistent ways, just like us.

Units and weighting

Paper 1: Warfare and British Society 1250-present and London and the Second World War 1939-45	30%
Paper 2: Period Study and British Depth Study	
British Depth Study: The reigns of King Richard I and King John 1189-1216	
Period Study: Super power relations and the Cold War 1941-1991	40%
Paper 3: Russia and the Soviet Union, 1917-41	30%

Year 10

Students will start the GCSE with a study of the changes to Warfare and British society from 1250 to the present day, this will include an historic environment study of London during the Second World War, specifically the impact of the Blitz. Student will then complete a medieval British depth study. This will include discussion of Richard's role as a crusader King and the impact of that on Britain, and the role of John in the signing of the Magna Carta and its impact.

Year 11

Students start the year by completing an in-depth study of the impact of the Russian revolution and rise of Stalin's dictatorship. This will involve analysis of the impact of Stalin's purges, propaganda and economic policies. with an in-depth study of the reigns of King Richard I and King John 1189-1216. The final unit in Year 11 is an overview study of three periods within the Cold War. This involves analysis of the causes of the Cold War, three crises points in Berlin, Cuba and Hungary and reasons for the end of the conflict, including the Soviet-Afghan war.

Assessment

Students will sit three short exams at the end of Year 11, paper two will combine the units on the medieval Kings and the Cold War.

What else should I know?

To support paper one, students in Year 10 have the opportunity to visit the First World War battlefield sites in Belgium and France. They will visit Allied and German war cemeteries, trench systems at Sanctuary Wood and Beaumont Hamel and tunnels on the Somme. We have also added a visit to Agincourt to support the more chronological nature of the course.



MUSIC EDEXCEL

Why study Music?

If you already play an instrument or sing, you will find that the work you do for GCSE will help you gain more enjoyment from your music-making. GCSE Music is a good subject to have passed when applying for Higher Education in any subject as you will have demonstrated that you are creative, analytical and practical, able to work independently and with others. For those students thinking of going on to A Level Music this course provides an essential foundation, particularly as it involves close analysis of scores and composition.

How will you study?

Students prepare for the performances in conjunction with instrumental/singing teachers. Students are also expected to study independently, practising for the performing unit and preparing work for the written elements.

Course Requirements

It is preferable for students to have studied some music theory, aiming towards Grade 5 standard. Students also need to play an instrument or sing and by the time of the performance examination in Year 11 they will need to be working towards Grade 4.

What the course entails

Students taking GCSE Music will follow a course comprising three main areas:

- **Performing**
This will consist of both solo and ensemble performing.
- **Composing**
This will require students to write to a set brief as well as to a brief of their own choice. Compositional techniques will also be studied.
- **Listening and Appraising**
Students will study set works in detail and gain an understanding of analytical language and musical terminology. They will be expected to acquire an appreciation of the chronological context and stylistic features of the prescribed works. Students will also need to support their study by examining other relevant music and will be asked questions comparing their set works to unfamiliar music. The examination will include responding to extracts of music on CD and essay answers.

Units and weighting

Unit 1: Performance	30%
Unit 2: Composition	30%
Unit 3: Listening and Appraising	40%

Year 10

Historical background and the use of musical terminology are covered before students go on to more detailed listening of set works within each area of study. Students complete theoretical and compositional tasks connected to these areas and expand on their ideas. They are able to use Sibelius and Cubase musical software packages to aid their presentation of these compositions. Students work on solo and ensemble performances with their instrumental teachers throughout the year in preparation for assessment in Year 11. They perform a solo piece at the end of Year 10 as the mock examination in

this part of the course. Students are encouraged to take part in extra-curricular musical activities to enhance their musicianship as well as for their enjoyment.

Year 11

Students continue to analyse the set works within each area of study as well as to explore related musical extracts. They answer examination-type questions in preparation for the listening test. Students continue to work on their compositions. Their solo and ensemble performances are assessed during the year.

Assessment

Students' solo and ensemble performances are assessed in Year 11. The compositions are assessed on completion. Both the composition and performance coursework are internally assessed and moderated by an examiner. The listening test is externally assessed.

What else should I know?

There is a large amount of theoretical work at the beginning of Year 10, preparing students for both the close analysis of the set works and giving them the foundation for composing successfully. Students must be prepared to work hard to understand this work in order to enjoy the rest of the course. All students would benefit very much from having individual instrumental/singing lessons in or out of school. The recommended standard of performance at GCSE is Grade Four on any instrument/voice. Students/parents may like to discuss this at the Parents' Evening.



PHYSICAL EDUCATION (PE) OCR (J587)

Why study Physical Education?

GCSE Physical Education will help all students with an interest in sport, develop their understanding of factors that contribute to a successful performance; the physiological, psychological and socio-cultural factors that impact on a participant. Students will also get to spend quality time improving their own performance in a variety of activities – looking to develop advanced skills and knowledge in a variety of sports.

Content Overview	Assessment Overview	Assessment of unit	Weighting
Applied Anatomy and Physiology Physical Training	Physical Factors Affecting Performance (01)	1 hour written paper 60 marks	30% of total GCSE
Social-cultural influences, Sports Psychology, Health, fitness and Well-being	Social-Cultural issues and Sports Psychology (02)	1 hour written paper 60 marks	30% of total GCSE
Practical Activity Assessment Analysing and Evaluating Performance (AEP)	Performance in Physical Education (03). Includes synoptic assessment	Non-exam assessment (NEA) 80 marks	40% of total GCSE

Component 01 Physical factors affecting performance

In this component students will explore some of the physical factors which underpin participation and performance in physical activities and sports.

Students will learn about ways in which parts of the human body work and function during physical activity and the physiological adaptations that can occur due to diet and training. Students will develop their understanding of the principles of training, why we train in different ways and how training plans can optimise results.

It is hoped that by studying these areas students can develop their own practical performance. In many areas of the specification students will be asked to provide practical examples to show how theoretical concepts can be applied.

Component 02 Socio-cultural issues and Sports Psychology

In component 02 students will develop their knowledge of socio-cultural influences that impact on participation and performance. It will develop their understanding of how sport impacts on society, look at engagement patterns of different social groups and consider strategies to promote participation with practical examples.

Students will explore the commercialisation of physical activities and sports, including the influences of sponsorship and the media. They will develop their knowledge and understanding of ethical and socio-cultural issues in physical activities and sports.

Students will also develop their knowledge of sports psychology theories related to acquiring movement skills and optimising performance. They will reflect on their own learning and performance of physical activities and sports skills to recognise the key psychological concepts affecting performance.

Students will develop their knowledge and understanding of the benefits of participating in sports and physical activities to health, fitness and well-being. The physical, emotional and social aspects will be understood as well as the consequences of a sedentary lifestyle. Students will also develop their understanding of energy use along with diet, nutrition and hydration.

Assessment

2 x 1 hour written exams including multiple choice and structured mark questions

3 x practical activities, 1 team, 1 individual plus 1 from either area– internally assessed and externally moderated. Students are assessed constantly throughout the course whenever the practical work is taught. Students can be assessed in activities they participate in outside of school if the activity is on the specification.

1 x written coursework task on Analysing and Evaluating Performance (worth 10%)

What else should I know?

To support the practical unit, students are encouraged to become involved with clubs and fixtures through the extra-curricular programme. A qualification in Physical Education will open up a wide range of career paths and develop a number of personal and social skills that all employers look for.



FOOD Preparation and Nutrition AQA

Why study Food?

This qualification changed in 2016 from Food Technology. Food has seen a move away from Design Technology and now stands alone as an independent subject at GCSE. Food Preparation and Nutrition is exactly what the title suggests; a detailed study of the nutrition provided by the food we eat and how our bodies' process those nutrients; linked together with an investigative approach to the food science associated with preparing and cooking food. Although Food Preparation and Nutrition retains an element of design, the emphasis is firmly on application of scientific knowledge using practical investigation in order to create dishes that meet both our dietary requirements and the social, moral, ethical and environmental concerns of modern society.

Units and weighting

Unit 1: Written Paper	50%
Unit 2: Controlled assessment	50%
a) An experimental food investigation -1,500 word report	
b) A Food preparation assessment – 3 hour practical and a 20 page report (A4)	

Year 10

An in-depth study of nutrition and food science and the effects of diet on the individual and society as a whole: delivered through practical experimentation and advanced skills sessions. 2 double lessons a week will be primarily practically based, to include experimentation and Food preparation.

Year 11

All the controlled assessment will take place in year 11, but this will not take up the full year as the old coursework element did. The assessments will be set by the examination board but will be assessed by the teacher in school then externally moderated. There will be no external visiting examiner.

Assessment

The students' knowledge and practical abilities are assessed by 2 elements of controlled assessment:-

- A) Food investigation (15%) - Students write a report on their understanding of the scientific principles that underpin the preparation and cooking of food. The topic will be set by the examining board. Recommended time: 10 hours.
- B) Food preparation assessment (35%) - Students will plan, prepare, cook and present a three course menu within 3 hours. The exam board will provide the task for this assessment. Students will produce a concise portfolio that:
 - demonstrates their application of technical skills and their practical outcomes
 - explains how they planned and carried out the preparation, cooking and presentation of their three final dishes.
 - includes an evaluation of cost, sensory properties and nutritional characteristics of each dish.

What else should I know?

The emphasis on nutrition and food science in Food Preparation and Nutrition means that this examination is an applied, practically based science. It supports understanding of both Biology and Chemistry. There will be a wide range of both practical and experimental tasks that together form the skill development part of the course. These tasks are varied and look beneath the surface of basic food provision by considering important aspects such as nutrition, healthy eating guidelines, special diets and the effects of food provision on the environment. The fact that these tasks will also be edible is an additional advantage.



DESIGN TECHNOLOGY AQA

Why study Design and Technology?

January 2015 [Department for Culture, Media and Sport \(DCMS\) results](#) are fantastic news for the creative industries – and for design specifically. The high growth year on year proves once and for all that the creative industries are outperforming the UK economy as a whole, and that design is a key engine within this sector, with its contribution growing faster than any other part of the creative industries.

The new figures value the UK creative industries as a whole at £76.9 billion a year – contributing an incredible £8.8 million to the UK economy every hour. The creative sector as a whole is up nearly 10% from last year's £71.4bn, growing at three times the rate of the wider UK economy – but design itself is growing at double that rate.

Design Technology is a great course for creative students interested in exploring various techniques that can be used for making products. There are many transferrable skills applicable to any career path such as project management, problem solving, researching, analysis, evaluation and communication skills. GCSE Design Technology can be used as a stepping stone to a Product Design A Level as well as numerous university courses and career paths.

Units and weighting

Unit 1: Written Paper	50%
Unit 2: Designing & Making – NEA (Non-Examined assessment)	50%

Year 10

Year 10 will involve learning theory that is required not only for the exam, but also necessary to aid the Non-Examined Assessment. Theory includes studying various materials, manufacturing processes, design movements, product marketing and design issues such as sustainability. Alongside the theory, students also make a range of products, in order to learn skills and techniques that may be incorporated later in the course during Non-Examined Assessment.

Year 11

This year will focus on the Non-Examined Assessment, students will have a choice of contexts from the exam board to base their project on. Students will design and make a product/prototype of their choice and document the design process as a PowerPoint portfolio for assessment.

Assessment

The examination paper (50% of final mark) is taken in June of Year 11, it is a 2 hour exam. The paper examines subject knowledge and understanding of design issues. The use of mathematical skills is a key requirement and is tested in the examination (15% of the written paper)

The Non-Examination Assessment (50% of final mark) is completed in class time, from June in Year 10 through to March in Year 11.

What else should I know?

Product Design can lead on to an enormous range of design related university courses and careers. Current popular choices include Architecture, Various types of Engineering, Graphic Design, Textile Design, Advertising, Product Design, Interior Design, Landscape Design, Set Design, etc.



Extra-Curricular LATIN GCSE OCR (J282)

Why study Latin?

Studying Latin will make you one of a rare breed of people who can actually read the world around them as a product of its ancient past. Latin offers the reward of studying the ancient Romans through their original language, therefore allowing you an incredible insight into a civilisation that has so influenced society today. It will also enable you to think logically, rigorously and analytically.

It is a challenging subject and as such the GCSE is held in high regard by many universities and businesses as they recognise the varied skills and concepts that this subject teaches. Latin is an extremely versatile subject; it works very well with any combination of GCSE subjects. Due to the extracurricular and therefore reduced time for the study of this subject your dedication and conscientiousness will be paramount to your success.

Units and weighting

Language Unit: mythology, domestic life and Historical	50%
Latin Literature Prose	25%
Literature and Culture	25%

Year 9

You will be expected to attend introductory sessions one lunchtime a week after the Easter holidays these will be to help you gain a grounding in the vocabulary as well as basic grammatical structures. This should allow for a head start come the beginning of year 10.

Year 10

In Year 10 you will embark on a voyage of discovery of both the Latin language and the Roman world, you will meet concepts such as slavery, patronage, religious worship and superstition. We will work through book 1 of Taylor and follow the triumphs and trial of a variety of Roman characters and versions of famous mythological stories. In the new language unit you will also be spending time developing your English into Latin translation. You will attend sessions for one hour a week after school and one lunchtime.

Year 11

In Year 11 you will continue to develop your language learning and begin to explore some of the most famous writers of the Roman world. You will look at a variety of texts and meet various famous characters, from emperors to Boudicca. You will also be given a sources pack of images and texts about different aspects of the Roman world which we will investigate together. You will be attending a session for 1 hour a week after school and one lunchtime. Stretching to two lunchtimes/ longer after school session (whichever proves the more popular) as the exam approaches to ensure you are ready and able to achieve your target grades.

Assessment

You will be assessed by four exams in Year 11 which will consist of a combination of translation, comprehension as well as essay writing. Unit 4 will entail answering source based questions on the history of the Romans; it will not require any translation or Latin reading.

What else should I know?

You will also have the opportunity to Visit the Roman baths, take part in an artefact handling teaching session as well as the possibility of a trip to Rome and Pompeii to see some of the most famous sites! There will be an additional charge for this subject, with financial details being available once numbers are known.



Extra-Curricular SPANISH GCSE Exam specification to be confirmed

This will be an extra-curricular course, which will take place weekly after school for two hours.

The course content

The Spanish GCSE course is a two year course for beginners. The main aim of the course is to use Spanish as a means of practical communication. A competent, accurate use of grammar will also be important. Four main skills are developed; understanding the written and spoken language and developing written and spoken communication. During the lessons, students will be expected to participate as actively as possible. There will be plenty of practice in all skills. The topics studied are:

- Identity and culture that covers the following three topics:
 1. Me, my family and friends
 2. Technology in everyday life
 3. Free time activities
- Local, national, international and global areas of interest that covers the following four topics:
 1. Home, town, neighbourhood and region
 2. Social issues
 3. Global issues
 4. Travel and tourism
- Current and future study and employment that covers the following four topics:
 1. My studies
 2. Life at school/ college
 3. Education post -16
 4. Jobs, career options and ambitions.

Assessment

The qualification is linear, which means that students will sit exams at the end of the course.

Units and weighting

Unit 1: Listening	25%
Unit 2: Reading	25%
Unit 3: Speaking	25%
Unit 4: Writing	25%

What else should I know?

As this is an extra-curricular course, students will need to be committed and be able to cope with the demands of an extra GCSE.

We value the benefit of the Internet and media technologies in our language learning and try to keep the course as current as possible.

There will be an additional charge for this subject, with financial details being available once numbers are known.

An Example of a completed GCSE Choices form

Key Stage 4 GCSE Choices 2018-2020

Name .. *Anne Example* Tutor Group *9W*

1. Core Subjects

English, English Literature, Mathematics, Biology, Chemistry and Physics. RS is also compulsory. You will also have lessons in Physical Education, Social and Personal Education and Careers.

2. Additional three GCSE subjects chosen.

Choose three subjects from the table below; please **remember** you are only able to choose one Technology subject.

Please number your choices 1, 2, 3, in your order of preference, **plus 4 for your reserve subject choice**. We use a computer program to achieve the maximum fit for all students and this works by putting in the first choice subject first etc.

You are not guaranteed all your choices, as it may not be possible to timetable groups in all possible combinations. If there is a timetabling problem then we will discuss it with you to find an alternative choice.

Subject	Code	Please number your choice here:
Art	Ar	<i>1</i>
Computer Science	Co	
Drama	Dr	
Economics	Ec	<i>3</i>
Food Preparation and Nutrition	Ft	
French	Fr	
Geography	Gg	<i>4</i>
German	Gn	
History	Hi	
Music	Mu	<i>2</i>
Physical Education	Pg	
Product Design	Dt	

Please indicate if you are interested in **extra-curricular Latin or Spanish**.

Latin	La	
Spanish	Sp	

Pupil's Signature *A Example* Date *22 January 2018*

Tutor / Head of Year's Signature

Parent / Guardian Signature Date

Please return to tutor by **Friday 26 January 2018**

Key Stage 4 GCSE Choices 2018-2020

Name

Tutor Group

1. Core Subjects

English, English Literature, Mathematics, Biology, Chemistry and Physics. RS is also compulsory. You will also have lessons in Physical Education, Social and Personal Education and Careers.

2. Additional three GCSE subjects chosen.

Choose three subjects from the table below; please **remember** you are only able to choose one Technology subject.

Please number your choices 1, 2, 3, in your order of preference, **plus 4 for your reserve subject choice**. We use a computer program to achieve the maximum fit for all students and this works by putting in the first choice subject first etc.

You are not guaranteed all your choices, as it may not be possible to timetable groups in all possible combinations. If there is a timetabling problem then we will discuss it with you to find an alternative choice.

Subject	Code	Please number your choice here:
Art	Ar	
Computer Science	Co	
Drama	Dr	
Economics	Ec	
Food Preparation and Nutrition	Ft	
French	Fr	
Geography	Gg	
German	Gn	
History	Hi	
Music	Mu	
Physical Education	Pg	
Product Design	Dt	

Please indicate if you are interested in **extra-curricular Latin or Spanish**.

Latin	La	
Spanish	Sp	

Pupil's Signature Date

Tutor / Head of Year's Signature

Parent / Guardian Signature Date

Please return to tutor by **Friday 26 January 2018**